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| **Unit Title: Migration** |  | **Grade Levels:** | **5th** |
| **Subject/Topic Areas:** | **Migration of People** | | |
| **Key Words: *Migration*** |  | | |
| **Unit Designer: TW**  **Timothy Winans** |  | **Time Frame:** | **Dec 5-9** |
| **School District:** | **DoDDS Okinawa** | **School:** | **Bechtel Elementary** |

**Link to Content Standards**

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| <http://www.dodea.edu/curriculum/docs/ss/2009stn_SS_grd5.pdf> (Social Studies)  <http://www.dodea.edu/curriculum/docs/ela/stn_ela_grd5.pdf> (Reading and Language Arts).  <http://www.dodea.edu/curriculum/docs/math/2009_stn_math_grd5.pdf> (Math)  <http://www.dodea.edu/curriculum/docs/sci/stn_sci_grd5.pdf> (Science)  <http://www.dodea.edu/curriculum/music.cfm?cId=stn&stndId=music> (music)  <http://www.dodea.edu/curriculum/visualArts.cfm?cId=stn&stndId=art> (art)  <http://www.dodea.edu/curriculum/docs/he/stn_health_grd_5.pdf> (health)  <http://www.dodea.edu/curriculum/docs/pe/stn_physed_grd5.pdf> (Physical Education) |

**Link to Content Standards**

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| \*\* See prior page for Links to Content Standards. |

**Brief Summary of Unit (including curriculum and unit goals)**

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| We will look at migration of humans allowing the students to identify and take action on issues relating to human migration and immigration. We will work on our skills in research while exploring the migration process through websites, books, maps, and videos. |

**Unit Design Packet**

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| CONTENTS | STATUS |
| 🞎 Completed template pages  🞎 Completed blueprint for each perform. task  🞎 Completed blueprint for other evidence  🞎 Directions to students and teachers  🞎 List of materials and resources  🞎 Suggested accommodations  🞎 Suggested extensions | 🞎 Initial Draft (date: \_\_\_\_\_\_\_)  🞎 Revised draft (date: \_\_\_\_\_)  🞎 Peer reviewed  🞎 Content reviewed  🞎 Field-tested  🞎 Validated  🞎 Anchored |

What enduring understandings are desired?

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| Students will understand how to: |
| * Research migration by taking notes, organizing specific data, finding and citing valid sources and through personalized interviews with family members. * Students identify the multiple causes and effects of migration by humans. * Improve their ability to analyze a graph through guidance and modeling. |
| **A** |
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What essentials questions will guide this unit and focus teaching and learning?

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| * Why was Migration to the New World important? * How did migration of people affect their communities (both the world they left and the New World)? * How did the migration of people affect the habitat of the New World (exploration, cultural sharing, connections, structures, migration struggles, interaction, & conflict)?   **B** |

What key knowledge and skills will students acquire as a result of this **Interdisciplinary** unit?

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| **Students will know** | **Students will be able to** |
| * Why people migrate | * Takes notes on important information |
| * The good and bad of human migration | * Research information |
| * How migration effected colonization | * Organize important information |
| * What changes migration has on the habitat | * Present effectively their expert information through presentation. |
| * How to research and organize with reason |  |
| **C** | |

What evidence will show that students understand?

**Performance Tasks (summarized)** (Complete a Performance Task Blueprint for each task)

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| 1. Each group will build a timelines of migration events and share with peers outside of the classroom. 2. Each group will route a map from the country debarking from to America. 3. Through Interviews with family members, each student will give a oral history presentation to peers outside of the classroom. |
| **D** |

**OTHER EVIDENCE** (Use the Blueprint for Other Evidence

to describe assessments other than performance tasks.)

**Quizzes, Tests, Prompts, and Work Samples (summarized)**

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| 1. Conferences with each group and inter mixing of groups to assess how they are processing. 2. Writing samples of each narrative editing process throughout the week and notes taken. |
| **E** |

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| Unprompted Evidence (e.g., observations and dialogues) |  | Student Self-Assessment |
| * Observe each group in progress * Conference during the week * Papers of all discussions, journals and group work (i.e. timelines and newsletters) will be kept in each group by bin and reviewed each night. |  | * Journal individually and discuss every afternoon. * Rubric for assessment of self /summative (student assessed). |
| **F** |  | **G** |

Write the targeted understanding and core performance task in the middle box—what students should understand and be able to do. Then, brainstorm types of evidence that might be most useful, insightful, and fair for rounding out the picture to produce sufficient evidence of understanding.

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| **Formal observations or interviews of students** Targeted UnderstandingCore Performance Task Group conferencing and observing on-going | **Public performance**  Students will give a oral history presentation in front of their peers and other teachers |
| **Written, oral, or visual (displayed) products in response to prompts**  Narrative, and time based presentations of group timeline and final presentation of  A summative Cultural Day.  The students will present  their family background presentation to another classroom to include what they learned about where they are from and how they became to be where they are presently. | **Student self-assessments, logs, and peer reviews**  Discussion throughout by journaling/vocal, student self assessing rubric |
| **Student exhibits or models**  Technology based presentation and mapping of migration of the various explorers to the New World | **Short-answer quizzes and tests**  N/A |

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| Task Title: |  | Appropriate Time Frame: |  |

**What desired understandings/content standards will be assessed through this task?**

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| --- | --- | --- | --- | --- |
| Students identify the multiple causes and effects caused by migration by humans. |  | Research migration by taking notes, organizing specific data, finding and citing valid sources. |  |  |

**What is the purpose of this assessment task?** 🞎 Formative 🞎 Summative

**Through what authentic performance task will students demonstrate understanding?**

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| Task Overview (**GRASPS**: goal, role, audience, situation, product/performance, and standards) |
| **To understand how migration patterns affect the habitat, cultures and history. My students will create and present outside the classroom an oral history presentation (of their own ancestral migration/ or present real world migration of their family to Okinawa if they cannot research back) through information gained through interviews and research. They will also create a newsletter explaining the facts about the countries that their past families have migrated from “economic, resources, religion etc.” and the impact made to the New World created from the migration period.** |
| **The students will play the roles of: Artists, scientists, doctors, cartographers, authors, photo journalists, task force members, editors, and great debaters’ of our time.** |
| **Students will give an oral history presentation on the reasons why their families have migrated long ago to America, their hardships and their successes along the way (if known). It could be in the form of a power point presentation or narrative presentation to be presented outside the main classroom. A news letter will also be provided that will detail information about the countries that they migrated from (i.e. England, Germany, France etc.) and general environmental impact to the new World through migration will also be addressed in the newsletter.** |
| **Through their research and interviews, Students will give a presentation on the reasons why their ancestors had migrated to America (of Okinawa Japan if they cannot gather information from the past), their ancestors/ families hardships, and successes. It could be in the form of a narrative oral history presentation or Power point presentation if so desired. Students will also develop a newsletter detailing what life was like in the countries that their ancestors have migrated from and environmental impact to the New World at the time of mass migration.** |
| **Through their research, the students will develop their own theories (based on facts) that will answer the overall “Why and where” did migration take place? Students will create a narrative piece or Power point presentation (individually) to perform outside their classrooms. Students will also develop a newsletter explaining certain elements (facts) about countries that “their families” have migrated from and a general explanation of what migration did to the environment of the New World when migration took place (also presented in the newsletter) but done in a group activity.** |
| **We are going to work as a group developing the rubric we will use along with deciding what makes good research practices, good interviews, presentations, group timelines and newsletters.** |

**What student products/performances will provide evidence of desired understanding?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Group created “factual” timelines of migration events throughout history. |  | Oral history presentation in addition to a narrative or power point presentation. |  | Class Newsletter about countries that the students ancestors have migrated from including facts about the environmental effects to the New World due to migration. |

**By what criteria will student products/performances be evaluated?**

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| --- | --- | --- | --- | --- |
| ◼ Students made rubric group created timeline |  | ◼ |  | ◼ |
| ◼ Students made rubric for oral presentation ties to background knowledge |  | ◼ |  | ◼ |

**What type of scoring tools will be used for evaluation?** (Use a separate sheet for scoring tools.)

|  |  |  |  |
| --- | --- | --- | --- |
| 🞎 Analytic rubric | 🞎 Holistic Rubric | 🞎 Criterion (performance) List | 🞎 Checklist |

**What other assessment evidence**

**What will be assessed?**

|  |  |
| --- | --- |
| 🞎 Knowledge | 🞎 List: \_\_\_\_\_\_\_\_\_\_ |
| 🞎 Skill |  |
| 🞎 Understanding |  |

**How will evidence be collected?**

|  |  |
| --- | --- |
| 🞎 Quiz/Test | 🞎 Assignment |
| 🞎 Teacher notes | 🞎 Other: Lab skills |

**What type of assessment will be used?**

|  |  |
| --- | --- |
| 🞎 Selected response | 🞎 Observation |
| 🞎 Academic prompt | 🞎 Works Sample |
| 🞎 Brief constructed  response | 🞎 Other: \_Timeline of events and oral history presentation\_ |

**What is the assessment purpose?**

|  |  |  |
| --- | --- | --- |
| 🞎 Diagnostic | 🞎 Formative | 🞎 Summative |

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| **Describe the assessment and state the prompt** (if applicable) |
| Using research and interview responses throughout the week, students will create a non-fiction (group) timeline of events. |
| **By what criteria will student responses be evaluated?** (Complete if applicable) |
| **◼** |
| **◼** |

**What type of scoring tools will be used for evaluation?** (Check if applicable.)

|  |  |
| --- | --- |
| 🞎 Analytic rubric | 🞎 Checklist |
| 🞎 Holistic rubric | 🞎 Answer key |
| 🞎 Criterion list |  |

**will be collected during this unit?**

**What will be assessed?**

|  |  |
| --- | --- |
| 🞎 Knowledge | 🞎 List: \_\_\_\_\_\_\_\_\_\_ |
| 🞎 Skill |  |
| 🞎 Understanding |  |

**How will evidence be collected?**

|  |  |
| --- | --- |
| 🞎 Quiz/Test | 🞎 Assignment |
| 🞎 Teacher notes | 🞎 Other: \_\_\_\_\_\_\_ |

**What type of assessment will be used?**

|  |  |
| --- | --- |
| 🞎 Selected response | 🞎 Observation |
| 🞎 Academic prompt | 🞎 Work Sample |
| 🞎 Brief constructed  response | 🞎 Other: Brief, narrative and or PPT presentation\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**What is the assessment purpose?**

|  |  |  |
| --- | --- | --- |
| 🞎 Diagnostic | 🞎 Formative | 🞎 Summative |

|  |
| --- |
| **Describe the assessment and state the prompt** (if applicable) |
| Using research and interviews collected throughout the week, students will give an oral history presentation (organized either by narrative or/ PPT) to another class. |
| **By what criteria will student responses be evaluated?** (Complete if applicable) |
| **◼** |
| **◼** |

**What type of scoring tools will be used for evaluation?** (Check if applicable.)

|  |  |
| --- | --- |
| 🞎 Analytic rubric | 🞎 Checklist |
| 🞎 Holistic rubric | 🞎 Answer key |
| 🞎 Criterion list |  |

A unit can often be made more engaging if provocative questions introduce major topics. Use the prompts below to help you generate possible entry questions to hook and entice students.

Understandings and essential questions to be addressed in the unit

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| --- |
| * Why was Migration to the New World important? |
| * How did migration of people affect their communities (both the world they left and the New World)? |
| * How did the migration of people affect the habitat of the New World (exploration, cultural sharing, connections, structures, migration struggles, interaction, & conflict)? |
|  |

To generate entry questions and problems for the unit, consider

* **Weird facts**, discrepant events, and anomalies.
* Issues and problems that students can relate to and that raise essential questions.
* Proverbs, aphorisms, and folk wisdom.
* Interesting questions that have arisen when you *have taught* or studied this content.

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| Weird facts: Manure caused all sorts of health risks.  **?** |  |  |
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* Ask students to look at a world map and think about two places they would like to move to after graduation from high school or college. Have them create a list of reasons why they think they would like to move there. Then discuss why they chose these locations. What would be the downside of moving?
* Ask students how they define migration, and keep track of their answers on a large piece of paper or poster board.
* Ask students to form small groups and discuss the following questions:
* What are the different types of human movements described in the articles?
* What is the most common type of human movement?
* Which age groups move the most? Why do students think this is the case?
* What types of people—by race, ethnic group, income, and education level—show the highest rate of migration? Why do students think this is the case?
* Why do students think the United States has a distinct pattern of regional movements? Discuss migration trends in terms of each region's economy, climate, politics, and connection to international communities.

STUDENTS WILL COME UP WITH THEIR OWN QUESTIONS AFTER PROMPTED AND SHOWN (AS EXAMPLES ABOVE).

**What sequence of teaching and learning experiences will equip students**

**to develop and demonstrate the desired understandings?**

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| Consider the WHERE elements from the *student’s* perspective |
| **W= How will I help learners know what they will be learning? Why this is worth learning? What evidence will show their learning? How their performance will be evaluated?**  We are going to have meetings in the morning to keep the groups on task and share with the entire class. We will start the unit out by first having a weeklong lesson plan on how to research and organization information. I want the students to determine why it's important that we learn about the migration process through discussions during morning meeting and during other times throughout the day. The unit will end with a “choice” of a presentation of a (group created) wrap up illustrating why migration played such an important role through history and the struggles and successes migration brought. The students will their presentation with another class somewhere else in the US through web services like blogs or creating an internet web page/wikispaces  (or/ group created) a class newletter which will be presented to other classes and the community at large. If time permits, the students who decided to create the newsletter will exhibit in the base library. The student’s findings will be authentic and reach an audience bigger than our classroom or fellow students.  **H= How will I hook and engage the learners? In what ways will I help them connect desired learning to their experiences and interests?**  After the lesson on researching data, we will start with reading a book called *The Witch of Blackbird Pond* by Elizabeth George Speare. The book deals with details of the struggle and pain while starting new lives in a new land.  After reading about a new life as a Quaker, the students explore various questions such as:   1. What reasons that people migrate? 2. What environmental factors allow people to migrate? 3. What encourages/discourages people to leave their only home in the migration process? 4. What laws encourage/discourage migration (through various time frames)?   After discussion, I will have three KWL charts: Purpose of Migration, Impact of Migration (leaving and coming to the new world), and Habitat Impact of Migration.  Students will then be informed that a time has come for them to know their past and to do that, they will study their past through informal questions to family members and trace back as far back as they can (their own family roots) this will be fun and exciting and all of the students will be involved. Photos, artifacts “show and tell” and at the end of the collection period, we will have a festival – A Festival of reading) and the students will share what they found. |
| **H** |

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| Consider the WHERE elements from the *student’s* perspective |
| **E= How will I equip students to master indentified standards and succeed with the targeted performances? What learning experiences will help develop and deepen understanding of important ideas?**  The students will inherit tools for life challenges. They will learn how to take notes, research with different resources, organize information, and hold onto learning tools that will help them become lifelong learners, historians, scientists, readers and writers.  Students will choose one book to read by themselves (just right) from a provided list that follows immigration facts (non-fictional books) on Migration.  **R= How will I encourage the learners to rethink previous learning? How will I encourage ongoing revision and refinement?**  Through short bursts of conferencing (5-7 minutes) I will be able push them deeper into their research and understanding. My goal is to assist the students into their own understanding and weed out the important ideas and enduring understandings. I will also be looking for the skills we learn throughout the week, seeing that they are able to use them in real world experiences and over different contexts. The students will be presenting information that they learned to a younger elementary class (possibility) and also on the web/ blog. The will re-examine and provide the information to their audience as to why migration was so important to the expansion of humanity (example/sharing ideas and learning from one another) through the actual migration process.  **E= How will I promote students' self evaluation and reflection?**  My students will spend 12 minutes at the end of each day reflecting on that day's research and learning – they will do this through journaling. I will guide them to think about what they are learning and try to apply it in other ways if possible. Each student will be asked to write 2 goals for the next day and discuss whether they met their goals from the previous day. At the end of the unit, we will self evaluate to see how we did through different aspects of study and reflect on what they got out of the unit. Students will also be asked to choose if they would rather evaluate through group discussion of what they learned that particular day. There will be groups of 3 to 5 students and each will have a role in their contribution to the group discussion i.e. 1 student will write, 1 student will proofread, 1 student will be the artist, 1 student will be the narrator and the last student will tie the processes together. I will discuss and model for them as to what is to be expected for each of their roles. |
| **H** |

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| Consider the WHERE elements from the *student’s* perspective |
| **T= How will I tailor the learning activities and my teaching to address the different readiness levels, learning profiles, and interests of my students?**  The students are choosing their own books and web sites for researching in groups but the activities have already been tailored by my pre-selecting what they will be looking at and researching. They still have choices but tailored ones for proper course directives. After observing their skills, I will select certain mini-lessons throughout as a way of guiding them into the right direction, I will take smaller groups to go over enduring ideas to help cement them further. With having students work together on this long term assignment, they are able to bring to the table the skills they already possess.  **O= How will the learning experiences be organized to maximize engaging and effective learning? What sequence will work best for my students and this content?**  The students will be learning small skills such as how to research and find certain types of information, gather factual data and tie it all together throughout the week letting my students see the importance of each mini-lesson we discuss and learn. From the beginning, we are working on authentic learning (sharing with people outside of the class if possible and feasible and if not will find the solution with other classes – regardless, they will get the chance to present). The end product will be a class performance (after organization) and all will work as a team – the smaller groups joining in with the class as a whole to raise awareness to migration and the struggles that made our Nation great. |
| **H** |